



Curriculum Policy

Written: September 2023

Updated: January 2024

This document relates to Article 23 (*Every child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.*) of the UN Convention the Rights of the Child. *This organisation is committed to safeguarding and promoting the welfare of children and young people*

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1. Orbis and Priority schools follows a skills-based curriculum, based on the individual needs of each pupil. We have combined the Curriculum for Wales with elements from the Autism Progression Framework in order to meet the needs of each learner (ASD) and have developed a trauma recovery model inspired strand to support those pupils with SEMH and behavioural needs

2. What type of skills form part of the curriculum?

Our School curriculum focuses upon: Essential skills, Creative, Science & Humanities, Health & Wellbeing and ASPIRE (Autistic Support Promoting Independence, Relationships & Equality), FLIGHT (Friendships, life skills, Independence, Goals, Health and Trauma), appropriate qualifications, Work & Employment skills, and independent living skills.

All of our skills are underpinned by Learning Outside of the Classroom, as a way of delivering the curriculum



Some of our skills are taken from the Autism Progression Framework (Autism Education Trust). These skills include:

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- Listening & understanding
- Expressive communication & Conversations
- Being with others & Positive relationships
- Group skills
- Play skills
- Self-awareness
- Keeping healthy
- Sensory Processing
- Managing emotions
- Problem solving
- Life Skills: Personal care & Independent living
- Work Skills: Motivation & engagement; using special interests; managing school routines and expectations; developing independent learning; evaluating own learning; Job-related skills
- Community Access: personal & road safety; accessing public facilities; coping with change & transitions.

Science and Humanities is approached through the whole school termly topic chosen by pupil voice and through school enrichment projects. Skills are taken from appropriate progression steps for each learner from Curriculum for Wales.

Health and wellbeing is approached through individual interventions, group activities and community events. Skills are taken from the Autism Progression Framework where applicable, Specific skills from FLIGHT, and the developmentally appropriate progression steps from Curriculum for Wales.

Creative is approached as an integrated discipline of art, drama, music, dance, film and digital media. We encourage students to explore, respond and create using appropriate mediums, often linked to the Topic chosen by pupil voice. Skills are taken from appropriate progression steps for each learner from Curriculum for Wales.

Essential skills is approached through individual interventions specific to learner needs. It can also be linked to the whole school termly topic chosen by pupil voice. Individual planning for progression may be supported by use of personalised goals from skill ladders based upon the LNF and DCF.

All skills are taught and practised through topics, activities and interventions which are personalised to each pupil. These in turn link closely to the:

Curriculum for Wales 6 areas of learning:

- Language, literacy, and communication
- Mathematics and numeracy

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3. How do we ensure that the skills taught match the needs of individual pupils?

A baseline is created when a pupil arrives at the school after an initial period of assessment, progress in skills are tracked consistently by all teachers from this starting point throughout their time at School. A one-page curriculum is created with the skill areas to be developed from each individual's EHCP/IDP.

This one-page curriculum is used to set targets and to inform planning. Skills are taken from many areas and appropriate progression steps linked to What matters in each Areas of Learning, in line with each pupil's assessed needs; their IDP's, EHCP and/or Care Plans.

We recognize that flexibility in terms of balance within the curriculum is important to ensure relevance for our individual pupils. Therefore, not all our pupils will experience all aspects of the curriculum all of the time. 'Balance' reflects the needs of pupils at different stages of their development.

Pupils with sensory processing difficulties will benefit from sensory activities and extended periods devoted to various forms of therapy. Pupils who display challenging behaviours may need individual sessions of intensive interaction/connection time before they are able to participate in small group or whole class activities. Pupils with ASD/LD/SEMH may have a 'spiky profile of attainment' where they may need a higher degree of challenge in some aspects of the curriculum in line with their abilities, which means that the curriculum should focus on recognising and developing their strengths as well as addressing areas of difficulty such as social communication and interaction.

We address other priorities within our whole curriculum including a range of therapies, cross curricular elements and extra-curricular activities and inter-school projects. The precise balance between these aspects of the whole curriculum will vary in response to the pupils' individual needs determined through the IDP/EHCP review process and the Curriculum Plans devised by staff to meet the needs of pupils at different stages of development.

4. How do we measure progress against these skills?

Progress is assessed using the achievement continuum, inspired by ASDAN and adapted to our setting and curriculum. For instance, we have also added: R- refused, NE- not yet encountered, NA- not applicable to aid and refine analysis of where students are currently not making progress on skills.

The continuum consists of 10 levels. The early stages of the continuum (1-5) are defined as encountering skills with support, called the encountering and embedding phase.

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R	Refused	
1	Encounter	Encounter and embedding phase
2	Awareness	
3	Interest	
4	Supported participation	
5	Active involvement	
6	Development	Development and consolidation phase
7	Exploration	
8	Initiation	
9	Consolidation	
10	Mastered	Mastered

5. How are topics chosen?

Topics are chosen through which the priority skills identified for a student can be developed and practised. Topics are decided by pupil voice at a whole school level. Within the topic there will be differentiated activities for each pupil, based on their needs. A class or individual may follow a different topic from the rest of school where this is appropriate. They could be linked to special interest of pupils.

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6. How do we ensure that a broad range of topics/subjects are covered?

Students are encouraged to vote for a selection of topics for the school year.

Once topics have been decided, teachers will review whether there is sufficiently broad coverage over the year and may plan additional School Projects and Enrichment days.

7. How do we make sure that all AOLEs are covered?

Every half term a curriculum review of our areas of learning is carried out to make sure that all areas have been covered appropriately in line with pupils' needs.

Within school topics, opportunities to develop essential skills, creative expression and skills for life will be planned, where appropriate.

Interventions

Specific interventions are provided. These may be oversight, 1:1 and group interventions including:

- Occupational therapy programmes
- Speech and language programmes
- Therapeutic work, as per EHCP plans/IDP'S and any personalized goals for the student. This could include, for example, life story work, music/ art/ play/ therapy.
- Mental health support from a dedicated on site counsellor and mental health practitioner

Some of the key interventions we use to support communication and social interaction skills include:

- Intensive Interaction
- Zones of regulation
- PECS and Makaton
- Talk About
- Attention Engagement Groups
- Lego therapy
- Drawing and talking

Skills for Life

This is a key area for a range of interventions around personal care and independent living skills, Internet safety and developing healthy attitudes towards the use of technology and screentime.

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Independent Living skills and Employment

We want to work on any skills that are important for our student's future adult lives. This will be personalised to the needs and abilities of each student. Some examples of what skills may be appropriate are taken from the FLIGHT and ASPIRE strands:

Cooking- activities might include preparing simple snacks, drinks and meals for self or others, as appropriate to the learner's current or planned circumstances. As the learner moves along the spectrum there should be an increased emphasis on understanding how and why tasks should be carried out.

Higher ability students may be learning to plan shopping lists within a personal budget and managing money; researching and following recipe instructions; time management skills; safety using appliances; food hygiene standards; and work experience or enterprise projects such as running a school-based café or selling products.

Carries out household tasks- activities might include cleaning and tidying, washing up, using a vacuum cleaner or other domestic appliance, as appropriate to the learner's current or planned circumstances.

As the learners move along the achievement continuum, there should be an increased emphasis on understanding how and why tasks should be carried out. For example

- Support an adult in a routine activity (e.g. folding a sheet by holding onto its corners)
- Following a simple instruction (e.g. to push the start button on the vacuum cleaner)
- Participating through a complete activity (set up table for snack time)
- Initiating involvement (e.g. putting dirty dishes into sink)
- Independently completing a stage of a task (e.g. wiping down table)
- Following simple sequences to complete straightforward task
- Undertaking activities because they understand that to live independently means taking responsibility for keeping your environment clean and safe

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- Undertaking activities because they understand that keeping your space clean and safe helps them to be healthy and safe

As part of work experience, students may be assigned jobs within school where they will need to complete these tasks to a required standard and develop job-related skills such as:

- Good Timekeeping: Attendance, punctuality, taking agreed breaks
- Good Communication: listens and follows instructions; show respect to others; ask for help/clarification when needed.
- Shows interest in own performance; Accepts constructive criticism/feedback; Follows Health and Safety rules/guidelines.

If appropriate, students may also be assigned jobs within the community such as work experience sessions with the aim of developing links with community stakeholders to further develop skills for work and life.

8. Health

Interventions focus on making healthy choices, such as, in relation to food, drink and exercise. For example,

- Desensitization programmes increasing tolerance to a range of foods
- Pupil voice through salad bar, making healthy snacks, accessing healthy school menu.
- Understanding health risks related to a range of behaviours including, smoking, drugs and alcohol.
- Developing healthy attitudes towards the use of technology and screen time and exploring a range of active leisure options.

Individuals will take part in activities that build whole body skills, strength and co-ordination - these are called gross motor skills. These will be delivered on both a group and an individual basis according to need.

Activities to possibly include:

- Gym
- Sensory circuits
- Yoga
- Dance
- Cycling
- Horse riding
- Walks and Hiking
- Rugby
- Football
- Tennis
- Golf
- Trampolining
- Bowling
- Athletics
- Swimming

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9. Wellbeing

Interventions aim to help our pupils learn to relax, focus and develop their personal and body awareness.

Activities within school can include therapeutic use of:

- Music
- Messy play
- Sensology
- Aromatherapy
- Massage/ Story massage
- TACPAC (tactile communication)
- Mindfulness & Meditation
- Virtual Reality Room (learning confidence in unfamiliar situations).

10. Learning Outside The Classroom (LOTC)

Nearly all pupils take part in a range of activities outside the classroom, and in partnership with a range of community stakeholders, that support Life skills and Health & Wellbeing. These include:

- Do Summit good
- Bramble and nettle
- National botanical garden
- Keep Wales tidy
- Gower Seal group
- Swansea Gymnastics
- Trips to the shops
- Community visits
- Volunteering opportunities (e.g. Many Tears dog walking)
- Work Experience
- Elba
- Meadow View playing fields

11. Individual timetables

Each pupil has a timetable, which is flexible and can be adjusted to meet individual needs in addition to a one-page curriculum document

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12. External Qualifications

In addition, where relevant, pupils work towards external qualifications, and this helps inform the skills to be covered by curriculum planning. Qualifications are chosen based on individual needs and might include:

- ASDAN, Life Skills Challenge
- ASDAN Short courses at Pre-Entry to Entry 1.
- Success with Education & Employment (SWEET) BTEC at Entry 1,2,3
- Certificate of Personal Effectiveness (CoPE) at Entry 1, 2.
- Agored Cymru modules
- Duke of Edinburgh
- External careshield modules
- GCSE English and Numeracy

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Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to Age, Disability Gender reassignment, Marriage and Civil partnership, Pregnancy and Maternity, Race, Religion or belief, Sex and Sexual Orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Manager for the service.

Orbis will then actively respond to the enquiry.

Review Date: January 2025



Signed:

Director of Education

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